Assessing the Faculty Role in High-Impact Practices

Kyle T. Fassett, Indiana University Bloomington
Allison BrckaLorenz, Indiana University Bloomington
Thomas F. Nelson Laird, Indiana University Bloomington

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Outline

• Introduction of presenters and session
• Kick-off with questions about why attendees are at the session, what high-impact practices they currently assess, and what aspects of high-impact practices they assess?
• Brief discussion of faculty roles in high-impact practices, assumptions about workload, and constraints of assessing high-impact practices
• Overview of survey instrument and data used to illustrate faculty participation in high-impact practices
• Interactive presentation of findings about faculty participation in high-impact practices broken down by discipline, race, gender identity, and other important faculty groupings; attendees will be invited to share their insights and reactions as well as their own personal challenges and successes with assessment
• Facilitated discussion on the implications of findings and how they might inform improvements high-impact practices at one’s institution
• Q&A

Outcomes

• Describe the differences in faculty participation in high-impact practices
• Apply strategies for analyzing faculty participation in high-impact practices to one’s own institutional datasets
• Compare national findings about faculty emphasis on high-impact practices to one’s own institutional context
• Describe challenges associated with measuring faculty roles in high-impact practices

Warm-Up Questions

1. Which HIPs are important to your institution?
2. What HIPs do you currently assess from the perspectives of faculty?
   2b. How do you go about doing that?
3. How is faculty participation in HIPs considered in terms of faculty workload or success (merit, promotion, tenure, etc.)?
4. How often do you have conversations with your faculty about the importance of HIPs for students?
   4b. How do these conversations happen?

Faculty Survey of Student Engagement

• The Faculty Survey of Student Engagement (FSSE) measures faculty perceptions of and involvement in undergraduate student engagement at four-year colleges and universities
• 2020 administration of the instrument received over 12,000 responses from 90+ institutions
• With respect to HIPs, FSSE measures faculty participation and importance to faculty that students participate in six practices: learning communities, undergraduate research, service-learning courses, internships, study abroad, and culminating senior experiences

Data: Institutions

<table>
<thead>
<tr>
<th>Institution Characteristics</th>
<th>(%)</th>
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</thead>
<tbody>
<tr>
<td>Doctoral Universities (Very high research activity)</td>
<td>7</td>
</tr>
<tr>
<td>Doctoral Universities (High research activity)</td>
<td>9</td>
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<tr>
<td>Doctoral/Professional Universities</td>
<td>16</td>
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<tr>
<td>Master’s Colleges and Universities (Larger programs)</td>
<td>20</td>
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<tr>
<td>Master’s Colleges and Universities (Medium programs)</td>
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<tr>
<td>Master’s Colleges and Universities (Smaller programs)</td>
<td>9</td>
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<tr>
<td>Baccalaureate Colleges—Arts &amp; Sciences Focus</td>
<td>6</td>
</tr>
<tr>
<td>Baccalaureate Colleges—Diverse Fields</td>
<td>17</td>
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</tbody>
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Data: Faculty

Measures: HIPS

Tips & Findings

1. Understand the institution & department culture
   • HIPS as Identity v. Checklist
2. Less can be more
   • Focus on one HIP and drill down
3. Fidelity of the HIP
   • What elements comprise a quality experience?
     • Leverage qualitative & quantitative methods
4. Disaggregate differently
   • Disciplines, demographics, length of participation, semester
5. Compare & Contrast
   • Look at national results with FSSE
Faculty Participation in Undergraduate Research by Disciplinary Area

- Bio Sci, Agric, & Nat Res
- Engineering
- Business & Economics
- Arts & Humanities
- Social Science Professionals
- Education
- Health Professionals
- Other

Percent Participates in Undergraduate Research

Crossing Importance and Participation for Culminating Senior Experiences

- Who are these faculty? How can we start a conversation about values?
- Who are these faculty? How can we get them involved in supporting this practice?
- Who are these faculty? How can we make sure they're doing their best work?
- Who are these faculty? How can we get them involved in supporting this practice?
- Who are these faculty? How can we support and reward them for their good work?

Focus on Quality over Quantity

Faculty Practices by Inclusion of Service-Learning Components

Importance of Participating in Learning Communities by Faculty Race

- American Indian or Alaska Native
- Hispanic or Latino
- Black or African American
- Asian
- Mid Eastern or African American
- Native Hawaiian or Other PI
- Multiracial
- Other
- White

Importance of Participating in Learning Communities by Faculty Sexual Orientation

- Lesbian
- Gay
- Straight (heterosexual)
- Bisexual
- Questioning or unsure
- Another sexual orientation
- Prefer not to say
- Unknown or unsure
FSSE staff developed a series of interactive Tableau dashboards with filters for faculty, course, and institutional demographics. See our newest visualization on HIP importance and participation here: https://tableau.bi.iu.edu/#/site/prd/views/FSSEHigh-ImpactPractices/FSSEHIPs?:iid=1 Find other visualizations on the FSSE website: https://nsse.indiana.edu/fsse/findings-data-reports/interactive-reports/index.html

Question & Answer

Thanks so much for joining!
Kyle Fassett: kfassett@iu.edu
@Kyle_Fassett
Email: fsse@indiana.edu
Website: FSSE.indiana.edu
Blog: NSSEsightings.indiana.edu
Twitter: @NSSE_Survey

Discussion

1. Do you have other tips or suggestions?
2. Do you have any other questions about the tips or suggestions we presented here?
3. What can you do tomorrow to start doing more to assess the faculty role in HIPs?
4. Who can you partner with to begin this endeavor?
5. How will you assess your success in this work?
6. What other ways can large-scale assessments such as FSSE help with this work?

References